What Children Expect from Parents

Susan Isaacs

THE QUESTION of freedom versus authority in family life has until lately been argued with very little "inside" knowledge of the child's own feelings about it. Those who on his behalf have challenged the dogmas of duty and obedience have been at one with those who have feared and resisted this challenge, in assuming almost without question that, left to himself, the child would seek to be altogether rid of authority. The difference between the two positions has been confined chiefly to the view taken of the *results* of letting the child follow his own desires.

Fortunately, whatever the theorists might say, many a practical-minded and loving mother and nurse has seen for herself that "uncharted freedom" may bewilder and exhaust the child, to the same degree that mere blind obedience may dwarf and impoverish him. She has known that he is happiest when his free activities rest upon a firm background of order and routine, when there is a measure of discriminating control, as well as sympathetic understanding of his natural interests.

In recent years, however, psychoanalytic studies of the very young child have made it possible to understand all this more fully from the child's own angle, and have given us a more secure foundation for a balanced educational practice, free both from dogmas and from extremes. We have come to know something, not merely of the infant's primary instincts and wishes, but also of the first forms of authority developing spontaneously within his own mind. It has become clear that there *are* forms of internal authority which develop spontaneously and naturally from the child's earliest relations with his parents, quite apart from specific moral teaching and training. Moreover, these primitive internal controls may press so hard upon the child, that he can attain psychological freedom only if mother or nurse takes over their function and exercises authority appropriately for him.

The first major phase of psychic development in infancy appears to consist in the absorption into the child's mind of an all-powerful image of his mother, which then acts dynamically as a parent-self toward the primitive wish-self of the child. The function of this *mother-imago* (the primitive basis of the adult *conscience*) is to control and inhibit the primary wishes and impulses from within, just as the real mother inevitably controls the child's body and the sources of his satisfactions and discomforts from without. The process of absorbing the mother's image is the natural psychic counterpart of the suckling's bodily relation to her, and occurs within the first six to nine months.

Even within his first year, then, the infant ceases to be, if ever he was, a creature of mere instinct. The human gift of imagination has already begun its work. He already knows the "divided self," and has the seed of morality within him.

His difficulties from then on spring mainly from the fact that this mother-within-him can have as yet so little relation to her real qualities in the external world. In these earliest months, his perceptions are not yet well enough developed for him to be aware of her as she is in reality. He knows her mostly through his own feelings, as an absolute controlling *Person,* who either comforts or thwarts him. And he cannot yet know any reason for the thwarting, when she does not at once comfort him. He can only picture her in terms of his own impulses and desires, his own feelings of blissful satisfaction or of pain and destructive rage. When she satisfies him, she seems "good;" when she frustrates, she is felt to be "bad," like his own feelings.

The mother-self absorbed within him is thus little different in character from the primitive infant-self, compact of imperious desire and of overmastering rage when desire is not fulfilled. The child comes to dread this "bad" mother within him, for the very reason that she is built upon the pattern of his own impulses. He has no means of knowing, in this earliest phase, that she will not attack him in fury, as he wants to attack her, with teeth and nails and splitting cries when he cannot get what he wants.

Phantasies and Fears

In their dreams and fears, in their play and talk, little children often give clear evidence that they dread, from those whom they offend and annoy, punishment so severe as to be comparable only to what they would themselves do in blind moments of uncontrollable rage and fury. And, in the work of analysis, we find a wealth of phantasy in the very young child, expressing his fears of such attacks *from within*, from that part of himself identified with the primitive controlling parent.

The anxiety arising from this unconscious psychic source presently finds varied expression, according to the child and his circumstances. The so common night-terrors and screaming fits, reluctance to accept weaning, intense dislike of certain sorts of food, tantrums and moods of rigid obstinacy, breakdowns in cleanliness appearing frequently in well trained children during the second year, and the many specific phobias typical of the third and fourth years—all these have their deepest roots in this conflict between the primitive parent-self or "super-ego" and the primitive wish-self, within the child's mind. The particular form of the trouble with any particular child will, however, always be affected by specific experiences. Children vary greatly in the number and degree of such difficulties, but all show something of the kind, at some time during the first four or five years.

How does this disturbed picture become clarified? How are these first anxieties of the child relieved and corrected? By the growth of his perceptions and the experience of a favorable reality. As he moves about the world after he has learned to walk and talk, as he watches and listens and tests out his own powers and the real behavior of other people, he learns by experience that his parents are not, in fact, the giants and ogres of his earliest imaginings. They do not in reality eat him up or tear him to pieces if he angers them, as he feared in infancy that they might—since that was what he wanted to do to them. They can control him without hurting him; they can show displeasure without destroying him. If they are mild and reasonable, while yet firmly restraining him when restraint is needed, they teach him that authority can be the helpful expression of love, and need not mean destructive hate.

The first primitive *parent-imago* in the depths of his mind is thus progressively softened and brought closer to reality under the tempering influence of experience. And as he fears the mother-within-him less, there is less need to defy her, less need to be rigid and obstinate, to scream and scratch, to cling to the real mother in helpless terror, so as to prove that she is kind and loving, the "good" mother, and not the "bad."

If it should happen that experience confirms the child's imaginings, if the mother is in reality cruel and heartless, punishes him severely, deceives him, deprives him of her love, or fails to give him understanding, then the world remains an enchanted wood full of witches and ogres, never to be loved or trusted, only to be defied and fought, or cunningly circumvented. The delinquent and anti-social child of later years is always one in whom these first primitive terrors have been confirmed and reinforced by unhappy early experience, by real neglect or cruelty or unwisdom from those who should have helped him against himself. The key to his trouble is not so much overstrong instinct, as an overdeveloped dread of savage punishment, which *has* to be defied and denied.

Protecting the Child from Himself

One of the chief ways we can aid satisfactory emotional development in the early years is, then, by exercising authority *temperately and appropriately*, so as to give the child reassurance against the first primitive parent-self within his own mind. If we merely evade our responsibilities and give him a doctrinaire "freedom" to "do what he likes," we yield him over to the stress of this severest of all authorities, the primitive *mother-imago* within him, made in the image of the primitive infant-self. Probably we have all seen how a child, whose parents do not bother to exercise reasonable control, will often do his utmost to provoke them to interfere, to be angry, and scold or punish; and how he will be content for a period after such a mutual outburst.

He can rest at ease for a time because he has proved to himself that it is possible to be naughty without being destroyed. He will keep this ease until the next surge of instinct and desire arouses a corresponding wave of anxiety about punishment from the parent-self within, when he will again need to provoke some expression of authority from those around him.

What he is doing, and what every little child does in those characteristic moments of defiance and stubbornness during the second and third years, is to put his imagined fears of retaliation from the "bad" mother within him to the test. He projects that dread inner authority upon the person of the real mother or nurse in the outer world, and then tests out his phantasies by actual behavior, seeing what does happen when he is aggressive or defiant or dirty. And we best serve the development of his trust and understanding, if we accept the responsibility he puts upon us, and exercise it simply and naturally when occasion calls—but always with mildness, sense, and love. The child seeks in us a stability greater than he can find in himself. He looks for a safeguard against his own destructive impulses which stir up such dread of retaliation. He wants the security of knowing that, while we help and delight in the expression of his phantasy in dramatic play, and in the growth of his real skills in making and doing, we will keep him safe both from suffering and from doing real harm. He needs liberty to gain knowledge and skill in the arts of life, to

(*Continued on page 79*)

Learning to Love

Parents cannot "teach" a child to love; but if they understand the steps through which he must grow, they can help him to learn its meaning for himself.

MARION M. MILLER

IN SPITE of the growth of scientific knowledge, and in spite of the earnest efforts of parents, educators, and psychologists to interpret emotional concepts in unemotional terms, it is still not easy to try to analyze objectively a young child's affections. For such an analysis demands that we admit that love, as adults use the term, is non-existent, or at most undeveloped, in infancy. Even love of parents, powerful as it grows to be, does not spring, Minerva-like, full blown; rather, it takes on form, meaning, and intensity as life goes on. Dogmatic and heartless as this statement may at first seem, it helps to clarify familiar kinds of behavior in the young child, which we might otherwise be tempted to condone or excuse on the grounds of misunderstanding or mismanagement. Parents do not make their path easier by expecting too much of themselves or their children; and a clear picture of why the child "acts that way" will prevent them from making unwarranted demands on either side.

The new-born infant is unquestionably the most egocentric and self-loving being in the world. In fact the world has meaning to him only as it contributes to his well-being or as it detracts from it; and neither any thing nor any person exists for him except as it affects his immediate comfort. From the intra-uterine period of complete protection without struggle, the baby has been plunged into the confusion of the world, where, even in the best regulated nursery, he is assailed by the impact of terrifying sounds and of unexpected bodily sensations. The struggle for existence begins with the birth cry, to be continued unceasingly throughout life.

For some weeks, the infant does not distinguish as separate entities the persons who minister to his needs. He responds, not to the mother or nurse as a person, but to *his own reactions* to their ministrations. His hunger is appeased and he is contented; his pain is relieved and he is quiet; he is warmed and goes to sleep. But at some time within these early months he begins gradually to associate a definite person with certain pleasant sensations, and so we say that he loves his mother because he responds to her care. She is to him "the one who feeds," "the one who makes comfortable." An even later development is that of identifying her as the one who *will*

do these things. Not until the baby can anticipate a future benefit to himself at the hands of mother or nurse can we say that he recognizes her.

Love of others—devotion to parents, brothers, and sisters, friendship for persons outside the family circle, and eventually the love of mankind—is in all its manifold expressions the logical outgrowth of this primitive, undifferentiated self-love of the infant. To accept it, to recognize its changing manifestations, and to direct its force into channels that will be satisfying to the individual and socially useful, is the parent's supreme task.

Attaching labels or calling names is the perfect example of "language used to obscure thought." We shall be less likely to label young children "selfish" or "generous," "considerate" or "demanding," if we are willing to accept this premise that the wellspring of love is love of self. We shall think of the child's behavior in terms of his emotional needs; and, though his growth demands change and modification, we shall try to avoid doing violence to his primary self-love, which to him means his actual survival.

Giving and Receiving

One of the basic needs of life is to love. For the fact that we learn by doing is nowhere more true than of emotional response. The child soon learns that his own smiles and caresses bring response in kind. There is a slight but important difference between this point of view and the usually accepted theory that the child gradually recognizes that our approval is his reward for desirable behavior. On the contrary, he learns by active trial and success that to call out our love he must be loving; to insure our love—on which his own security depends—he must, therefore, fulfill his share of the requirement. In this sense the child comes to "love" those who care for him because he needs so profoundly to be loved by them.

At first this love is given exclusively to those who have most to do with his physical well-being. It is as likely to be focused on the nurse or grandmother, as on the mother, depending on which one has happened to care for him most regularly. Mothers are frequently disturbed to discover that their children become greatly attached to a nurse, failing to realize that the nurse is to the child the mother-person upon whom he has learned to depend. The important thing in this relationship is not so much the child's attachment to the nurse, as it is the nurse's attachment to the child. If the nurse has a more or less satisfying emotional life of her own apart from her charge, and if she can maintain an attitude of professional detachment toward him, there is little danger of an unwholesome emotional situation, however congenial the child and the nurse may be.

The mother need not feel afraid that she will be "supplanted" in the child's affections. Rather it is important for her to realize that during the first few years all children need to learn that love can be shared without diminution, and that in this, as in other things, parents are the models by which children mold their own lives.

> "As one lamp lights another, nor grows less,
> So nobleness enkindleth nobleness."

So also can love of mother generate love of others. But much depends on the adult's understanding and skill. When little Johnny crowds between his father and mother and demands, "Talk to me! Look at me!" is he laughed at because he is cute, teased because he is a lovable little spitfire, or punished for being a nuisance? Any one of these rather common adult reactions to such a familiar demand may deter him from parading his feelings so openly another time, and may by so much seem to be effective. But they have not given Johnny the assurance which his behavior showed he craved—as his parents love one another and need each other, so he too needs the love of both and has within himself the capacity to love them both. The open hostility which many little children, boys and girls alike, display toward their fathers can often be interpreted as a need for reassurance as to their unassailable security in the family circle.

Toward Sexual Maturity

There is, however, another phase of normal growth which vitally affects the child's attitudes toward both parents. This is what in psychoanalytic terms is called the "œdipus complex." Though parents may not always understand the full import of this term, they must all have seen some manifestations of its workings within their own children. We all know that there comes a time in the child's development—usually at somewhere between three and five years of age—when the little boy shows marked attachment to his mother and equally marked antagonism to his father. The little girl goes through somewhat the same process in reverse (though it is still more complicated and often de-

layed), attaching her affection to the father, and showing aversion to the mother. The œdipus complex may, however, frequently be more apparent in the boy, because his newly awakened desire for his mother's exclusive love is piled on top of the infant's primitive love for the mother-person already described.

In spite of the fact that the satisfactory working out of the œdipus complex is one of the most intricate, and often one of the most difficult and dangerous emotional experiences of human life, its main steps are not hard to understand. The human race is so constituted that its sexual life, in the form of wishes and desires, wakens very early, long before the individual is himself aware of sex in the adult sense, long before he has any conscious thought regarding it or any capacity for sexual experience as such. The parent of the opposite sex is the natural and inescapable object of this unconscious, but no less powerful, drive. And the parent of the child's own sex becomes the equally natural and inescapable "rival" for the loved one's affection and attention.

Conflicting Drives

BECAUSE the child is still in large part primitive, he clothes these feelings in primitive and unequivocal pictures or phantasies—to possess the mother and to depose the father. He may even announce that "Daddy is going to get killed, so that I can marry Mummy." But, though the little child is still primitive, he already has within himself all the potentialities for what in adult life we call "conscience." At the very moment when he feels these desires most keenly, he also feels that they are "wrong." And so he hides them away from himself, buries them deeper and deeper in his unconscious. These conflicting drives and fears—the drive to love the mother exclusively and to do away with the father, and the fear of wrongdoing and consequent self-punishment—will henceforth be less frequently expressed directly. But they will persist as phantasies, and will not be resolved until, through the long years of childhood, he comes by slow steps to abandon the desire to dispossess the father and to possess the mother. Gradually he comes to have a filial affection for them both, while at the same time he is learning to enjoy the pleasures of friendship with those of his own age.

During adolescence his identification with his own age and sex group progresses and parallels his changing attitude toward those of his own age but of opposite sex. The ten-year-old's hatred of girls, the sixteen-year-old's romantic notions about them are both steps in his progress toward resolving the œdipus complex and achieving the capacity for adult sexual love. Eventually he will come to "take his father's place" by becoming himself a father, and to fulfill his desire for his mother's exclusive love through the love of the woman who will become the mother of his own children.

Parents cannot "protect" their children from these inner conflicts which are part and parcel of their natural development. They can, however, avoid making them more difficult, even perhaps permanently injurious, if they are themselves sufficiently well adjusted to accept the child for what he is at each stage of his development.

Many parents, who are able to remain unmoved when their three-year-olds inquire hopefully whether Daddy is going to die when he has a cold, are less complacent when these same three-year-olds show open or masked antagonism toward the new baby. "But she really does love the baby dearly," they say, even though she punched it, stuck a pin into it, tried to drag it out of bed, or hugged it until the poor little victim gasped for breath.

The freer the child feels and the more secure, the more likely he is to display such hatred openly. Everyone who comes between the child and his mother constitutes an emotional threat for the child. And what greater threat can there be than a new baby? This is not jealousy in the grown-up sense, but again an expression of the deep-seated need to be loved and protected. Children eventually grow to love one another, but only as they realize that the mother has enough love "to go round" and that each of them is an essential part of a unified whole.

Where Substitutes Will Not Avail

A FIRM base of affection between mother and child is, then, the essential on which all subsequent capacity to love is built. We sometimes feel that the child's knowledge of the mother's basic love is transmitted to him through what she says, through the fairness and justice of her punishments and the consistency of her training. No doubt these factors help the child, but they are by no means all-important. For love is, after all, a matter of *feeling*; and most of the techniques of child management are *learned* techniques which any intelligent and willing adult can acquire. This is

why we sometimes see highly skilled methods used with poor results, and crimes of mismanagement committed without doing great harm. This is by no means intended to deprecate the value of well considered child training procedures. Certainly the mother, who adds to her fundamentally sound relationship with her child a knowledge of child psychology and skill in applying its principles, has an immeasurable advantage over the mother who, though actuated by the soundest motives, is ignorant or careless. The essential point is that the mother, who for reasons of her own immaturity or other emotional difficulty is unable to accept her child and love it whole-heartedly, cannot make up for this deficiency by methods and techniques, however perfectly learned or aptly applied.

The progressive steps of emotional development, with acceptance of one's heterosexual role as its culmination, are built upon the foundation of this primary relationship between mother and child. The steps are never to be thought of as leading from dependence to freedom, but rather as a slow growth from limited security to all-embracing security. The capacity to love—and to be loved—cannot flower unless root, stem, and branch have been nurtured in the rich soil of human experience.

The Child's "Style of Life"

The last issue of CHILD STUDY *presented discussions of the markedly "different" child; in thinking of emotional development, we must emphasize the more subtle shades of "difference" which make up individual personalities.*

BRUNO KLOPFER

WHEN psychological theories are applied to the practical problems of child rearing, there are likely to be moments when parents and teachers seem to find themselves being led at cross purposes. There is, for instance, the concept of "normal development," which emphasizes the important fact that all children should progress along a more or less uniform path toward maturity. And there is also the concept of "individual differences," which emphasizes the equally important fact that every child is a law unto himself. Of course the contradiction is more apparent than real. But it is well to stop now and then to re-examine these two ideas and their relationship, if we are not to veer too far in one direction or the other.

Just how far are normal human beings alike and how far are they dissimilar? We think immediately of obvious variations of coloring, speech, and so on. But how do we look from within? From a bird's-eye-view, hate and love look very much alike, in all people and at all times. And yet if we stand on the ground among our fellow human beings, how individual our closest friends, even the members of our own families, appear to us.

The age-old question of heredity and environment immediately confronts us. It is indeed true that differences are distinguishable at birth, even in children of the same parents; for the germ plasm is divided among children by free assortment of its multitudinous components. But these native differences do not determine specific character traits; rather, what they provide is a tendency toward a certain course of development. The final personality is shaped by the influence of environment.

In so far as we can control the child's environment, we must take into account his native trends, and strive to foster their best development. Among these native trends, differences in temperament, in sensitivity, and in excitability are perhaps the most evident. But still more significant for the child's personal destiny are the fundamental tendencies of his particular "style of life." Is his interest captivated chiefly by that which goes on around him? Is his psychic energy concentrated on the outside

world? Or does that which goes on within him grip his soul? Does he live more fully within himself than in his contacts with the outside world?

People of the first type are likely to be men of action; but they may also be superficial, driven by the external pressures of life. People of the second type may become authors, philosophers, religious leaders; but they may also become "possessed," unable to meet any of the practical demands of life. Such extremes are never productive. Although it is true that each of us has a "style of life" which colors all our interests and activities, the "extrovert" who finds most of his satisfactions in the outside world must have some inner values as well, and the "introvert" who lives in a world of his own making must not cut off all his contacts with the outer world of men and things.

The Golden Mean

WHAT can parents and educators do? Their problem is to help the child realize the fullest satisfaction from his own "style of life," while maintaining enough balance to round it out and give it perspective and stability. There have been times when society has venerated the "mystic," the extreme introvert, who, we would now realize, was not well adjusted to meet the heavy demands of everyday life. But today we are perhaps swinging too far in the other direction. It is not merely that the "man of action" is the folk hero of our day. Even the progressive schools sometimes put so much emphasis on "socialized activity" that they may be in danger of leaving no avenues of self-expression open to the child whose normal development demands a more individualistic and less "socialized" life.

It is true that, in everyday living, the introspective disposition is a more difficult quality to adjust and assimilate. And yet this lack of adjustment may remain unnoticed in childhood; for children who live mostly in their phantasies often seem to have little difficulty in social adjustments—they simply do not "stand up to" their environment, because they do not feel the demands that living together with others makes upon them. In more active natures there are frequently counter-forces, counter-motives at work which lead to conflicts; but in passive natures the same potentials of conflict produce only dreaminess and flight from life.

One-sided development, which tends to overemphasize either extreme, is what we should guard against. The extrovert, oriented toward the outer world, must learn to listen also to the voices within himself. Otherwise he may some day find himself—with a successful career behind him, the acquisition of a great fortune, the founding of a family—suddenly collapsing in the realization of an uncanny, terrific emptiness within himself of which he becomes more and more conscious as the years go by. He has lost himself through the very successes of his outer life.

Making the Most of Personality

SO ALSO the introvert must early train himself to see and to listen, to sense and to feel what is going on in the outer world. Otherwise he may appear tactless, without wanting to and in spite of all his sensitiveness; he may unintentionally hurt those he cares for most, and become unpopular and isolated.

But to strive for balance does not mean that the individual's fundamental "style of life" should be violated. Whatever training is designed to enlarge his interests must always tie up with his original disposition. It is disastrous, for instance, to try to destroy the phantasies of the dreamy child; but these very phantasies may be made stepping stones along which the child may be guided to find his own road out into a more objective life.

Another point which educators—including parents—must constantly keep in mind is that external behavior is very often a misleading index to the sealed book of the child's inner life. This is particularly true of the introspective child. Sensitive, afraid of being misunderstood or laughed at, he may run away from himself, as it were, into exaggerated activity.

These distortions are most frequently caused by poorly adjusted relationships between parents and children. A very extroverted father may, for instance, consciously and subconsciously impose his own kind of behavior upon a son who is of a different nature. The son will then be unable to find any secure and satisfying path into external life; he will always work and live in unrest, haste, and overactivity. If this unhappy son has inherited his introspective disposition from his mother, there is an added danger; for opposite types, whether they are conscious of it or not, often consider each other inferior. The active extrovert is particularly prone to look down on the passive introvert.

It may have happened that even before the birth of his son, this father's love for his introverted wife was mixed with a certain disdain. What is more natural than for him to think that the boy has inherited his dreaminess from his mother? The mother may react in various ways. As the "misunderstood wife" she may seek consolation in the child who has her own nature. Or she may feel that she herself is guilty, that she is inefficient in life and must try to remedy her own weaknesses in her son. But, driven by her own lack of security, she is incapable of helping her child to make the most of himself; she does not dare allow him to be himself, and her constant pressure to mold him into something he is not entangles both herself and the child more and more deeply. If family conflicts spring from such deep roots, only a most thorough consciousness of self, on the part of all those concerned, will solve them.

Though this is an extreme case, intentionally chosen for the sake of illustration, the kind of misguided guidance which it suggests is, in varying degree, not uncommon. Dreamy and introspective children cannot be "cured" in this manner. They can unfold their potentialities and reveal their inner strength only if they are helped to find a way out through their own phantasies and thoughts—to discover the problems and values of life in their phantasies. If they can thus establish a natural connection between the inner and the outer world, these very children will in later life be able to share with others that inner abundance which threatened to choke them in their youth.

The Seamy Side of Life

Evil and pain are inescapable parts of human experience, from the knowledge of which we cannot wholly protect children—and should not, if we could. There are better ways than overprotection of helping them to meet the inevitable difficulties of life.

MARJORIE THORBURN

THAT life is good and the world full of abundance of joy we would have our children know, but from the evil that is in it we would protect them. For although we know that they will have to face life, good and evil, as they grow older, in early childhood at least, we say, let us spare them knowledge of shocking and horrible things, of crime, disease, sordidness, and all that is ugly and painful in human conduct and the world around.

Yet can we protect them? Can we prevent even our seven-year-olds from coming into contact with what we know as "the seamy side of life"? Further, what effect does it have on them? And is the mother who schemes to let her child know only the bright side of life truly successful? These are the questions we ask ourselves; and when we begin to think about the matter we find that it is not at all simple.

We realize first of all that children do not look at things as we do. It is well known that they will pass unscathed through experiences which would shatter an adult, because they simply have not seen the horror and the evil present. Just as the infant is protected by undeveloped senses from the bright light and loud noises he could not bear, so the young child is protected by his inability to realize much of the evil around him. In this he is helped by the fact that his powers of imaginative sympathy are very limited, and the disaster which does not affect him personally, either directly or through those to whom he is closely attached, causes him no distress; he is incapable, as indeed many adults still are, of feeling a stranger's pain as his own. Moreover, his moral sense is different from ours. He has not the same sense of property; he has not the same horror of violence, and sexual aberrations are naturally unrealized by him. His attitude toward crime cannot,

therefore, be the same as ours. We are often misled into thinking that children react in the same way we do, when in fact they are only reacting to our reaction. Children are emotionally suggestible; they sense at once *our* horror; thereafter they feel horror for that which, without our suggestion, they would have regarded with equanimity, perhaps even with a dispassionate interest.

Emotions—Borrowed or Elemental

AN OBVIOUS instance of this is the child of the vegetarian who regards with horror the butcher's shop, while the butcher's children remain unmoved in the presence of sides of beef and sheeps' heads. One child ran in real terror from a nun, sure that she would do something dreadful to him, because he had caught the emotional tone, though he had not understood the words, of his bigoted Protestant father's diatribes against the Catholic Church. Other children have known vague, but terrible, fears of "niggers," Chinamen, beggars, the patients in a sanatorium, or even the inhabitants of a poorer street. We all know too how often fear of the dark, of thunder, of dogs or cows is imparted by adults to children. Adults also implant fear of death, which children do not normally realize as we do. They are commonly unmoved in the presence of death until they sense our emotion.

Any strong emotion in others, though he may not understand it or realize its cause, is upsetting to a child. He is quick to sense personal relationships, and any atmosphere of disharmony among those near him, particularly his parents, distresses him. But note that here another and more subtly disturbing element enters in; he is no longer merely taking on an adult fear or dislike. For quarreling between his parents directly involves him, because it colors their own attitudes toward the child in one way or another. Thus it inevitably draws him, however unwittingly, into the very heart of the conflict, makes him a party to it, and so burdens him with a terrible inner lack of security.

There is a still deeper side to all this. The child who flew from the nun was not merely accepting his father's anti-popery attitude; he was flying from something in *himself* which the nun symbolized. The importance of symbolism in our attitude toward life, whether we are children or adults, must not be overlooked. A child invests with horror many innocent objects which symbolize *to him* evil. In addition to the racial symbols which, according to Jung, we all inherit, each individual has his own symbols. These we must understand, if we would know what may shock, hurt, and horrify a child.

Even with adults, our estimate of the seamy side of life is affected by our own projection. A horror of some particular situation, and a fierce pity for those in it, may be determined largely by self-pity—a projected pity of ourselves in some similar situation. Again, we may feel a particular horror of that vice to which we are most tempted, or which we have most sternly repressed in ourselves. Individual experience, inward and outward, affects our estimate of life whether we are adults or children. Moreover, we all have our own associations. We see the terror of war behind the cannon; but the child does not. And when he tells us gaily that there has been a terrible accident in which hundreds of people have been killed, he is not being callous; he is merely enjoying the excitement and drama—the something-happening which children love so much—and failing, for lack of imagination and experience, to realize the pain and the loss.

Not that he does not know pain and loss; so much that he will later discover in the world is already known within himself, however carefully we protect him. No child is too young to know a seamy side.

Through the Eyes of Childhood

WE MUST not expect the child to see the farflung implications of certain evils from which we—as adults, with all our experience of what gives value to human living—shrink with the deepest distress. He cannot grasp the monstrousness of war, of starvation, of various forms of cruelty and oppression. But physical abnormalities already fill him with horror, as they have done the race from the earliest times. Legend and fairy tale are full of monsters. The child is alarmed, too, by what may be called monstrous changes. He is, for instance, filled with unutterable alarm when accident, disease, or other disaster causes a change, physical or mental, in those things or persons on which he has relied. For he still lives very near the days of magic, when with a wave of the wand a man may become a monster.

All these things we must bear in mind when we consider to what extent we should protect our children, and how best we can enable them to face painful reality. The only rule that can safely be given

is that we should try to see with the eyes of the child. We must consider the effect on the child—not on *us*—of contact with "horrible" things, including indirect contact as through newspaper or radio.

As in physical disease it is more profitable to make your child able to resist infection, than to be constantly sheltering him from possibly dangerous contacts, so with regard to moral disease. It is more important to enable your child to meet the seamy side of life with emotional balance and inner security than to protect him from it. The good parent will not, of course, expose him unnecessarily, but the evil and ugliness in the world can under no circumstances be altogether avoided. At bottom we come up against the question with which our fathers and their fathers back to the earliest times have wrestled —the problem of evil, the meaning of pain. Nor will our children be able to escape them.

Evil in any form whatsoever can only be conquered by one force, and that is love. To let our children grow up in an atmosphere of love, and in that security which love brings, is the best means not only of helping them to solve their inner conflicts now, but also of preparing them for adult life.

My Little Boy

In this, and succeeding issues, CHILD STUDY *will publish extracts from a book which, though written thirty years ago, remains a unique contribution to our understanding of childhood.*

CARL EWALD

THE author of *My Little Boy* was born in 1856 and passed most of his life in Copenhagen. He was a forester, a schoolmaster, and an author of fairy tales for children, as well as of adult fiction. *My Little Boy* was written as the immediate and personal record of his experiences as a father. It is marked by an individuality of style and a simplicity of expression which have a charm of their own; its insight into the child's mind and the father's heart gives it a timeless and enduring appeal.

CHILD STUDY wishes to express its gratitude to Charles Scribner's Sons, the publishers, for their generous permission to make *My Little Boy* known to a wider audience through the pages of the magazine.

In the Beginning

MY LITTLE boy is beginning to live. Carefully, stumbling now and then on his little knock-kneed legs, he makes his way over the paving-stones, looks at everything that there is to look at, and bites at every apple, both those which are his due and those which are forbidden him.

He is not a pretty child and is the more likely to grow into a fine lad. But he is charming. His face can light up suddenly and become radiant; and he can look at you with quite cold eyes.

He has a strong intuition and he is incorruptible. He has never yet bartered a kiss for barley-sugar. There are people whom he likes and people whom he dislikes. There is one who has long courted his favor indefatigably and in vain; and, the other day, he formed a close friendship with another who had not so much as said "good-day" to him before he had crept into her lap and nestled there with glowing resolution.

He has a habit which I love.

When we are walking together and there is anything that impresses him, he lets go my hand for a moment. Then, when he has investigated the phenomenon and arrived at a result, I feel his little fist in mine again.

He has bad habits, too.

He is apt, for instance, suddenly and without the slightest reason, to go up to people whom he meets in the street and hit them with his little stick. What is in his mind, when he does so, I do not know; and, so long as he does not hit me, it remains a matter between himself and the people concerned.

He has an odd trick of seizing big words in a

My Little Boy. By Carl Ewald. Charles Scribner's Sons. 120 pp. 1906.

grown-up conversation, storing them up for a while and then asking me for an explanation:

"Father," he says. "What is life?"

I give him a tap in his little stomach, roll him over on the carpet and conceal my emotion under a mighty romp. Then, when we sit breathless and tired, I answer, gravely:

"Life is delightful, my little boy. Don't you be afraid of it!"

The Mermaid

It was today that my little boy gave me my first lesson.

It was in the garden.

I was writing in the shade of the big chestnut-tree, close to where the brook flows past. He was sitting a little way off, on the grass in the sun, with Hans Christian Andersen in his lap.

Of course, he does not know how to read, but he lets you read to him, likes to hear the same tales over and over again. The better he knows them, the better he is pleased. He follows the story page by page, knows exactly where everything comes and catches you up immediately should you skip a line.

There are two tales which he loves more than anything in the world.

These are Grimm's *Faithful John* and Andersen's *The Little Mermaid*. When anyone comes whom he likes, he fetches the big Grimm, with those heaps of pictures, and asks for *Faithful John*. Then, if the reader stops, because it is so terribly sad, with all those little dead children, a bright smile lights up his small, long face and he says, reassuringly and pleased at "knowing better:"

"Yes, but they come to life again."

Today, however, it is *The Little Mermaid*.

"Is that the sort of stories you write?" he asks.

"Yes," I say, "but I am afraid mine will not be so pretty."

"You must take pains," he says.

And I promise.

For a time he makes no sound. I go on writing and forget about him.

"Is there a little mermaid down there, in the water?" he asks.

"Yes, she swims up to the top in the summer."

He nods and looks out across the brook, which ripples so softly and smoothly that one can hardly see the water flow. On the opposite side, the rushes grow green and thick and there is also a bird, hidden in the rushes, which sings. The dragon-flies are whirling and humming. I am sitting with my head in my hand, absorbed in my work.

Suddenly, I hear a splash.

I jump from my chair, upset the table, dart forward, and see that my little boy is gone. The brook is billowing and foaming; there are wide circles on the surface.

In a moment, I am in the water and find him and catch hold of him.

He stands on the grass, dripping with wet, spluttering and coughing. His thin clothes are clinging to his thin body, his face is black with mud. But out of the mud gleams a pair of angry eyes:

"There was no mermaid," he says.

I do not at once know what to reply and I have no time to think.

"Do you write that sort of stories?" he asks.

"Yes," I say, shamefaced.

"I don't like any of you," he says. "You make fun of a little boy."

He turns his back on me and, proud and wet, goes indoors without once looking round.

This evening, Grimm and Hans Christian Andersen disappear in a mysterious manner, which is never explained. He will miss them greatly, at first; but he will never be fooled again, not if I were to give him the sun and moon in his hand.

Beer-Soup and Aunt Anna

We have beer-soup and Aunt Anna to dinner. Now beer-soup is a nasty dish and Aunt Anna is not very nice either.

She has yellow teeth and a little hump and very severe eyes, which are not even both equally severe. She is nearly always scolding us and, when she sees a chance, she pinches us.

The worst of all, however, is that she is constantly setting us a good example, which can easily end by gradually and inevitably driving us to embrace wickedness.

Aunt Anna does not like beer-soup any more than we do. But of course she eats it with a voluptuous expression on her face and looks angrily at my little boy, who does not even make an attempt to behave nicely:

"Why doesn't the little boy eat his delicious beer-soup?" she asks.

A scornful silence.

"Such delicious beer-soup! I know a poor,

wretched boy who would be awfully glad to have such delicious beer-soup."

My little boy looks with great interest at Auntie, who is swallowing her soup with eyes full of ecstatic bliss:

"Where is he?" he asks.

Aunt Anna pretends not to hear.

"Where is the poor boy?" he asks again.

"Yes, where is he?" I ask. "What's his name?"

Aunt Anna gives me a furious glance.

"What's his name, Aunt Anna?" asks my little boy. "Where does he live? He can have my beer-soup with pleasure."

"Mine, too," I say, resolutely, and I push my plate from me.

My little boy never takes his great eyes off Aunt Anna's face. Meanwhile, she has recovered herself:

"There are many poor boys who would thank God if they could get such delicious beer-soup," she says. "Very many. Everywhere."

"Yes, but tell us of one, Auntie," I say.

My little boy has slipped down from his chair. He stands with his chin just above the table and both his hands round his plate, ready to march off with the beer-soup to the poor boy, if only he can get his address.

But Aunt Anna does not allow herself to be played with:

"Heaps of poor boys," she says again. "Hundreds! And therefore another little boy, whom I will not name, but who is in this room, ought to be ashamed that he is not thankful for his beer-soup."

My little boy stares at Aunt Anna like the bird fascinated by the snake.

"Such delicious beer-soup!" she says. "I must really ask for another little helping."

Aunt Anna revels in her martyrdom. My little boy stands speechless, with open mouth and round eyes.

I push my chair back and say, with genuine exasperation:

"Now, look here, Aunt Anna, this is really too bad! Here we are, with a whole lot of beer-soup, which we don't care about in the least and which we would be very glad to get rid of, if we only knew someone who would have it. You are the only one that knows of anybody. You know a poor boy who would dance for joy if he got some beer-soup. You know hundreds. But you won't tell us their names or where they live."

"Why, what do you mean?"

"And you yourself sit quite calmly eating two whole helpings, though you know quite well that you're going to have an omelette to follow. That's really very naughty of you, Aunt Anna."

Aunt Anna chokes with annoyance. My little boy locks his teeth with a snap and looks with every mark of disgust at that wicked old woman.

And I turn with calm earnestness to his mother and say:

"After this, it would be most improper for us ever to have beer-soup here again. We don't care for it and there are hundreds of little boys who love it. If it must be made, then Aunt Anna must come every Saturday and fetch it. She knows where the boys live."

The omelette is eaten in silence, after which Aunt Anna shakes the dust from her shoes. She won't have any coffee today.

While she is standing in the hall and putting on her endless wraps, a last doubt arises in my little boy's soul. He opens his green eyes wide before her face and whispers:

"Aunt Anna, where do the boys live?"

Aunt Anna pinches him and is shocked and goes off, having suffered a greater defeat than she can ever repair.

Jean

My little boy comes into my room and tells me, with a very long face, that Jean is dead. And we put all nonsense on one side and hurry away to the Klampenborg train, to go where Jean is.

For Jean is the biggest dog that has lived for some time.

He once bit a boy so hard that the boy still walks lame. He once bit his own master. He could give such a look out of his eyes and open such a mouth that there was no more horrible sight in the world. And then he would be the mildest of the mild; my little boy could put his hand in his mouth and ride on his back and pull his tail.

When we get there, we hear that Jean is already buried.

We look at each other in dismay, to think how quickly that happens! And we go to the grave, which is in the grounds of the factory, where the tall chimneys stand.

We sit down and can't understand it.

We tell each other all the stories that we know

of Jean's wonderful size and strength. The one remembers this, the other that. And, as each story is told, the whole thing becomes only more awful and obscure.

At last we go home by train.

Besides ourselves, there is a kind old gentleman in the compartment, who would like to make friends with my little boy. But the boy has nothing to talk about to the kind old gentleman. He stands at the window, which comes just under his chin, and stares out.

His eyes light upon some tall chimneys:

"That's where Jean is buried," he says.

"Yes."

The landscape flies past. He can think only of *that* and see only *that* and, when some more chimneys appear, he says again:

"That's where Jean is buried."

"No, my little friend," says the kind old gentleman. "That was over there."

The boy looks at him with surprise. I hasten to reassure him:

"Those *are* Jean's chimneys," I say.

And, while he is looking out again, I take the old gentleman to the further corner of the compartment and tell him the state of the case.

I tell him that, if I live, I hope, in years to come, to explain to the boy the difference between Petersen's and Hansen's factories and, should I die, I will confidently leave that part of his education to others. Yes, even if he should never learn this difference, I would still be resigned. Today it is a question of other and more important matters. The strongest, the most living thing he knew is dead. . . .

"Really?" says the old gentleman, sympathetically. "A relation, perhaps?"

"Yes," I say. "Jean is dead, a dog. . . ."

"A dog?"

"It is not because of the *dog*—don't you understand?—but of *death*, which he sees for the first time: death, with all its might, its mystery. . . ."

"Father," says my little boy and turns his head toward us. "When do we die?"

"When we grow old," says the kind old gentleman.

"No," says the boy. "Einar has a brother, at home, in the courtyard, and he is dead. And he was only a little boy."

"Then Einar's brother was so good and learned such a lot that he was already fit to go to heaven," says the old gentleman.

"Mind you don't become too good," I say and laugh and tap my little boy in the stomach.

And my little boy laughs too and goes back to his window, where new chimneys rise over Jean's grave.

But I take the old gentleman by the shoulders and forbid him most strictly to talk to my little boy again. I give up trying to make him understand me. I just shake him. He eyes the communication-cord and, when we reach the station, hurries away.

I go with my little boy, holding his hand, through the streets full of live people. In the evening, I sit on the edge of his bed and talk with him about that incomprehensible thing: Jean, who is dead; Jean, who was so much alive, so strong, so big. . . .

What Children Expect from Parents

(*Continued from page 69*)

gain active social experience with his playmates and grown-up friends; and he requires a background of mild discriminating control to free him from those inner stresses which would inhibit his play and disturb his social contacts.

The whole question of freedom and authority is thus resolved into particularities of *what* and *how* and *when* and *why*. Is *this* situation one in which we can most helpfully decide for the child? Is *that* one in which he is best left free to choose?

There is certainly no need to seek for occasions when the choice must be ours, no need to demand "obedience for obedience' sake," since there are so many inevitable moments when we have to ask for obedience for the sake of health or safety or a just consideration for other people. The demands of bodily hygiene, practical necessity, and our own legitimate social purposes will yield quite enough to satisfy the child's longing for external control. We have, indeed, to be on the watch that these do not infringe upon the child's freedom too often, or cut across his other psychological needs.

If, however, we hold to such concrete realities rather than to abstract moral notions, if the values we represent to the child and the standards of behavior we ask from him are at each and every age appropriate to his real abilities, if we give ample opportunity for positive achievement and happy play, as well as order and control, then we aid the child in tempering his primitive conscience with love, and ally it with reason and practical sense.

Parents' Questions and Discussion

These discussions, selected because of their interest in connection with the topic of this issue, are presented for the use of individuals and of study groups.

STUDY GROUP DEPARTMENT

CÉCILE PILPEL, *Director*—JOSETTE FRANK, *Editor*

I have been very much interested interested and not a little troubled to find my five-year-old son running so true to theory. I do not believe that I am morbidly attached to him, as my personal life is emotionally quite satisfactory, as well as busy. But there is no doubt that he is too *devoted to me, passionately affectionate, needing my approval, if not my presence, far too often and showing open resentment if his father or sister make demands on my time. With the most honest efforts to avoid a "mother fixation," I am not at all sure that I am succeeding.*

With our new knowledge and consciousness about "fixations," it is important to keep in mind that a certain amount of intense attachment to the parent of the opposite sex is normal and desirable in childhood. Children first learn to love in this way, and there is no reason, therefore, to be disturbed about the situation you describe. But, as a child gets older, he will, if all goes well, meet the conflict within him by developing admiration for his father in place of jealousy—a desire to step into his father's shoes, to be like him to the best of his ability. To aid in this process, parents do well to make definite plans toward the building up of this relationship. It is important that his father should take pains to spend time with the boy, teaching him certain manly things, like ball playing, boxing and other sports, carpentry or other hobbies, and introducing him bit by bit to his own professional or business interests. It is very desirable also for father and son to do things alone together occasionally—a trip to the office or a museum, a tramp through the woods—anything which gives a feeling of "us men," and tends to create an alliance that has special import in the child's life. Manliness in boys is created out of intimate contact with a manly father. I suspect that it is not less of you, but more of his father that your son needs. If the relationship between the two of them develops constructively, and he has ample opportunity for wholesome activities with children his own age, it is unlikely that any morbid condition will arise.

Despite our efforts, our youngster of five has been a great problem since her little sister came. Though she is kind enough to the baby herself, she is evidently taking out her resentment of her on us, the parents, and indeed all adults. I understand this is not unusual and I believe I can sympathize with her predicament. According to what I have learned she should not be punished for slapping and kicking, for breaking things, and for demanding more attention than it is humanly possible to give. I am trying to avoid giving her those dangerous guilt feeling we have all been warned about. But the present state of things just doesn't make sense to me. Are "psychiatric insight" and "horse sense" bound to be at odds with one another?

Your question is well taken. But actually I do not believe that the two points of view are at odds. Perhaps this is a case of the proverbial dangers of "little knowledge," and further psychiatric insight will almost certainly come nearer to your "horse sense" impulses. I believe that you should prevent your daughter from slapping, kicking, and breaking things, not only because these things are intolerable for the whole household, but because the child herself, though she may not show it, is becoming more and more weighted with a "sense of guilt." The fundamental cause of this "sense of guilt" is her own *feeling* of being guilty, rather than

any burden of guilt you might put upon her. In other words, she wants you to "save her from herself." Deep in most children of this age is a pretty shrewd notion of what conduct they themselves deem "good" or "bad;" and they definitely seem to demand that their mothers shall be lined up on the side of the "good" and shall not really condone what is "bad." The situation certainly calls for an avoidance of severity and punishment, but if you can contrive to reduce the incidence of such occurrences as you describe and to restrain the child through skilful maneuvering, as well as by gentle but positive expressions of disapproval, I believe that she will (unconsciously) be grateful to you. Can you, through a conversation possibly, get her to express directly her feeling of antagonism to the baby? If she can do this directly it is possible that she will not need to have recourse to indirect expressions. It is very desirable for her to know that you do not object to her feeling however she wishes about the baby, but that there are certain things which she must not *do*. Above all you should institute creative activities for her which will help her forget her troubles and which will act as a safety valve for her energies. Play groups are helpful; satisfying play of all kinds with children of her own age, interesting excursions, or visits to homes she enjoys —whatever gives her a sense of power and achievement in legitimate channels—will be invaluable in helping her through this crisis.

A girl of seven has recently alarmed her mother by an outburst of temper, like the tantrums which she used to have at three and four. On this occasion her mother had been out shopping and was delayed considerably, arriving home later than she expected. She found that the child had had her supper, but had eaten very little. As it was already a little past her bedtime, the mother decided they would have to do without the usual reading aloud. But the child refused to go to bed and, when her mother insisted, she lay down on the floor and kicked and screamed.

This presents all the earmarks of "the end of a perfect day," and is not necessarily a sign that the little girl is reverting to her earlier behavior manifestations. The child may be temporarily under par physically, or may on that day have been unduly active and overtired. It is still more likely that she may have had a trying day emotionally. The absence of the mother, to whom she may have expected to turn for comfort, would then aggravate her troubles. On top of all this, the last chance for being comforted, for quieting down—her mother's bedtime reading aloud—was arbitrarily withheld. While it is true that we may expect a certain amount of self-control from a child of seven, we can also understand that this particular outburst may have been quite justifiable under the circumstances.

On her part, the mother no doubt justified this decision on the basis of health and routine; but in doing so, she did not take account of the child's emotional need at that moment. Moreover, she was probably uncomfortable over having permitted herself to be delayed, and "salved her conscience" by overstressing her parental duty and concern for the child's health, in order to make up for her laxity in "not being home on time." The experience ought to prove valuable for the mother, provided she recognizes the possible motivation for her own action, and rids herself of feeling guilty of neglect just because she was unavoidably late.

Our second son, a boy of nine, has lately had a long and desperately serious illness, from which he appears to be recovering, but with a permanent physical handicap of considerable extent. Neither he nor the two other children yet know that he will not fully recover. My husband and I feel at a loss as to how we can possibly help any of our children to accept the inevitable without bitterness and a sense of the fundamental injustice of life. Maybe religion would have been a help. We have never had any in the usual sense of the word, though I believe we are not without a feeling for spiritual values.

This very "feeling for spiritual values," your own philosophy and courage, will see not only you and your husband, but your children as well, through this experience. Whatever you most deeply feel—your manner of accepting sorrow—will ultimately determine your children's attitudes, whether it be the one afflicted or the others who must stand by. Pain, tragedy, and "injustices" of nature are among the realities of life. We do what we can to avert them, but, when they come, they may for the wise contain possibilities for constructive living and for deep emotional maturing. Many lives have demonstrated this. Perhaps a knowledge of them may help. Your own determination to help your son in every practical way to a life

which counts for something, despite the odds, will ultimately be accepted by them all. If you are not bitter, they will not be bitter. If you hold the handicapped child to the best that is within his reach, as well as the other children to the best that is within theirs, the sadness of this experience may deepen and, even, in a sense enrich the lives of all.

A thirteen-year-old boy, who has always seemed to be on good terms with both his father and mother, has recently begun to compare their opinions unfavorably with those of a particularly popular man teacher. He also frequently finds reasons for absenting himself from "family doings," picnics, and hikes in which he formerly enjoyed taking part.

In the study group discussion, which followed the mother's description of this change in her son's behavior, it very soon became evident that this reaction is rather usual among children of this age, particularly boys. It may have been exaggerated in this case because the parents have perhaps held their son too closely until now. In the latency period, from about seven to twelve years, boys, if they are free to choose, prefer activities and pleasures with a group of their own age, rather than with the family. If parents recognize that the "gang" urge is natural, if they are not "hurt" by what is so perfectly normal for a boy of this age, they will find that the boy himself is freed from the necessity of rejecting them so completely. When he does not have to defend his own inclinations, he is more likely to enjoy occasional activities which all the family can share.

Increasingly, too, every growing child feels the need for thinking independently. He is becoming aware of himself as an individual and is a bit fearful of being swallowed up by the family, so that his own opinions are lost. And so he always takes the other side in an argument, not so much out of conviction, but just to be sure that he does not think as his elders do. Here, too, we can be patient and tolerant, knowing what is troubling him. We may hold to our opinions, but also show interest in what the boy brings to us from others and in the ideas that he is evolving for himself.

Suggestions for Study: The Child's Emotional Development

TOPICAL OUTLINE

1. Basic Emotional Needs of the Young Child
   - To rely upon the mother with complete confidence
   - Opportunity to become more and more independent
2. Stages of Emotional Development
   - Complete dependence on mother or nurse
   - Narcissistic or "self" love
   - Socializing and maturing interests
     - homosexual stage—clubs, gangs, group loyalties, friendships
     - heterosexual stage—courtship interests, from undifferentiated interest in opposite sex to individual attachment
     - adjustment to mixed society
3. Indications of Difficulty
   - Arrest or fixation at any stage, as
     - too long continued dependence on the mother
     - infantile behavior, tantrums, fears
     - inability to make social contacts
   - Regression to more infantile phase, as
     - return to bedwetting
     - refusal to feed or dress self
     - inability to accept appropriate responsibilities

PROBLEMS FOR DISCUSSION

1. When a child of three, who has been trained for bowel and bladder control, begins to wet and soil himself frequently, what causes would you look for? What should the mother do?

2. A child of ten has very decided likes and dislikes; his loyalties and aversions are equally strong. Should the parents seek to modify his attitude?

3. What attitude toward the father, the mother, do the average boy and girl have at 3, at 7, at 10, at 13? Describe and discuss.

4. Does one often find persons of superior intellect who are emotionally immature? Discuss.

REFERENCE READING

Social Development in Young Children
By Susan Isaacs. Harcourt Brace & Company. 480 pp. 1933

The Psycho-Analytic Study of the Family
By J. C. Fluegel. International Psycho-Analytical Press. 259 pp. 1921

The Inner World of Childhood
By Frances G. Wickes. D. Appleton & Company. 380 pp. 1927

Our Children: A Handbook for Parents
Ed. by Dorothy Canfield Fisher and Sidonie M. Gruenberg. The Viking Press. 348 pp. 1932
Section II—The Child at Home
Section IV—The Child in the Outside World

New Patterns in Sex Teaching
By Frances Bruce Strain. D. Appleton-Century Company. 242 pp. 1934

A Concept of Discipline for Children and Parents
University of Iowa Extension Bulletin No. 261, Toward Understanding Children. (pamphlet) February, 1931

Individual Differences
Child Study Association. (pamphlet) 1931

Sex Education: Facts and Attitudes
Child Study Association. (pamphlet) 1934

Books of the Year for Children

This list has been selected and arranged by the Children's Book Committee of the Child Study Association. The age grouping is in no sense intended to restrict choice, and parents are urged to study the whole list since many books have a far wider appeal than could be indicated. The selections also consider a broad range of reading interest and a variety of individual tastes. The books starred are of outstanding interest and quality.

MRS. HUGH GRANT STRAUS, Chairman
Children's Book Committee

For the Youngest

Ages Two, Three, and Four

Cinder (34 pages).....**$0.50**
by Romney Gay — Grosset & Dunlap
A cheerful picture-story in which two children lose their kitten and search for it all over the house. Also suitable for the beginner in reading.

Little Goosie-Gosling (54 pages).....**$0.75**
by Helen and Alf Evers — Farrar & Rinehart
Goosie's wanderings "upstairs and downstairs" elaborated into a little story full of humorous adventures.

The Little Auto (46 pages).....**$0.75**
by Lois Lenski — Oxford University Press
The childlike story of an amusing little man who takes an automobile ride. May be used as a beginner's reader.

About a Bee (44 pages).....**$0.75**
by Helen Torrey — Oxford University Press
A bee, dog, cat, snail, and hen set out to sell their own possessions—and, finding nothing they like better, buy them back again.

Ages Five, Six, and Seven

***Cinderella (20 pages)**.....**$1.75**
illustrated by Helen Sewell — The Macmillan Co.
A brief version of this fairy tale with exquisite pictures, many in color. An ideal introduction to Cinderella for young children.

Tim Tadpole and the Great Bullfrog (32 pages)...**$1.00**
by Marjorie Flack — Doubleday, Doran & Co.
A picture-story book of a tadpole who grows into a frog and learns to jump and sing. Also suitable for the older child who is beginning to read.

***Now Open the Box (62 pages)**.....**$1.25**
by Dorothy Kunhardt — Harcourt, Brace & Co.
A riotous nonsense-story of Peewee, the circus dog, told and illustrated by the author of *Junket Is Nice*. Fun for the whole family.

BOOKS OF THE YEAR FOR CHILDREN—1934, a more comprehensive listing of current books, will be published by the Association the first week in December, at ten cents a copy. The volumes listed will be on exhibit at Headquarters beginning December 4. (See Calendar.)

Jinny: The Story of a Filly (112 pages).....**$2.50**
by Bert Clark Thayer — Farrar & Rinehart
The first year of a long-legged pony, told in fifty engaging camera studies with brief text.

All Around the Clock (48 pages).....**$1.00**
by Lena Towsley — Farrar & Rinehart
Diagrams showing the various positions of the hands of a clock and photographs of children's activities for each hour, accompanied by simple explanatory text.

Down-Along Apple Market Street (52 pages).....**$1.35**
by Mabel Betsy Hill — Frederick A. Stokes Co.
A little girl's journey to her grandmother's house is interrupted by many pleasant experiences. Charming pictures by the author, and end-paper maps which trace her progress.

Down Down the Mountain (44 pages).....**$2.00**
by Ellis Credle — Thomas Nelson & Sons
A beautiful picture-story of barefooted Hetty and Hanky who wanted "creaky shoes," told against the authentic and colorful background of Southern mountain folk.

***The Travels of Babar (48 pages)**.....**$3.00**
by Jean de Brunhoff; translated by Merle Haas — Harrison Smith & Robert Haas
Further nonsensical adventures of this much beloved little elephant. Humorously and colorfully illustrated.

For the Elementary Years

Ages Seven, Eight, and Nine

Bluebonnets for Lucinda (34 pages).....**$1.00**
by Frances Clarke Sayers — The Viking Press
Colorful and entertaining pictures by Helen Sewell illustrate this cheerful story of a small girl's visit to elderly friends in Texas.

Roundabout (64 pages).....**$1.75**
by Alice Dalgliesh — The Macmillan Co.
Another pleasant tale of Sandy Cove. An old captain gives a little girl a cottage by the sea and a mischievous crow almost succeeds in taking it away from her.

The Teacup Whale (23 pages).....$1.00
by Lydia Gibson Farrar & Rinehart
A delightful nonsense-tale, characteristically illustrated by the author. A little boy takes home a pollywog which, to his astonishment, grows into a whale.

Lending Mary (114 pages).....$1.75
by Eliza Orne White Houghton Mifflin Co.
The story of a dreaded visit to an elderly cousin which yields unexpected pleasures and a new friendship.

***Away Goes Sally (118 pages)**.....$2.00
by Elizabeth Coatsworth The Macmillan Co.
A beloved author and the gifted illustrator, Helen Sewell, combine to produce a delightful book about a little girl's adventures in the New England of 1800. Rich with the intimate charm of nature and the sturdy good sense of farmer folk.

Pollie Who Did as She Was Told (88 pages).....$1.75
by Margaret Baker Dodd, Mead & Co.
Humor and phantasy make the story of Pollie and her sad mistakes enjoyable reading. Delightful silhouettes by Mary Baker illustrate this English tale.

Cowboy Tommy's Roundup (54 pages).....$1.50
by Sanford Tousey Doubleday, Doran & Co.
Here is Cowboy Tommy on another visit to Grandfather's ranch, where he participates in roundup, rodeo, and fire-fighting. A perfect "read-to-myself" story, well illustrated by the author.

***Farm Boy (80 pages)**.....$2.00
by Phil Stong Doubleday, Doran & Co.
Harlan looks forward to boasting about the city to his cousins on the farm, but discovers that he is too busy and too interested to do anything but enjoy his visit. Delightfully illustrated by Kurt Wiese.

***Little Pear and His Friends (180 pages)**.....$2.00
by Eleanor Frances Lattimore Harcourt, Brace & Co.
We rejoice because Little Pear is back again, this time in charge of a baby brother. The strange world of China is made real through intimate childhood experiences. The many illustrations by the author have charm and personality.

One Day with Jambi in Sumatra (62 pages).....$2.00
by Armstrong Sperry The John C. Winston Co.
The author of *Manu* describes a day's adventures in the life of a small boy of Sumatra. A delightful and colorful picture-tale about a happy child in a far-away land.

***A Day on Skates (40 pages)**.....$2.50
by Hilda van Stockum Harper & Brothers
The gay adventures of a class of Dutch school children on a skating picnic. The story is absorbing and the illustrations by the author are lively and of rare charm.

You Can't Pet a Possum (120 pages).....$1.75
by Arna Bontemps William Morrow & Co.
Shine Boy is the youthful Negro hero of this amusing and vivid story of life in Alabama. The illustrations by Ilse Bischoff add much to its humor.

Pogo, the Circus Horse (214 pages).....$2.00
by Josef Berger Coward McCann, Inc.
A circus horse—the kind with human legs—is cast away, and re-animated by two tramps who lead him into endless scrapes. An original and hilarious story, with black and white illustrations in the same spirit by James Reid.

Crazy Quilt (114 pages).....$2.00
by Paul Brown Charles Scribner's Sons
An odd-looking, piebald pony has joyous and amusing adventures in the circus and with a group of enterprising youngsters at home. The author is a well known sporting illustrator.

Alexander, the Tale of a Monkey (194 pages).....$2.00
by Marion and Edith Brown The Bobbs-Merrill Co.
An entertaining story of the doings of a mischievous baby monkey in a Philippine home. Illustrated by Kurt Wiese.

O-Go the Beaver (148 pages).....$1.50
by Raymond Kelly Albert Whitman & Co.
An engrossing, informative story about a young beaver vividly told; beautifully illustrated by Kurt Wiese.

***The Lost Merry-Go-Round (104 pages)**.....$2.00
by Dorothy Lathrop The Macmillan Co.
The imaginative child will delight in this fairy tale of children who go traveling on the backs of the animals from a magic merry-go-round. The illustrations accentuate its whimsical quality.

The Old Sailor's Yarn Box (144 pages).....$1.75
by Eleanor Farjeon Frederick A. Stokes Co.
An old salt entertains a small boy with incredible yarns about the fabulous experiences of his youth.

***Poor Cecco (176 pages)**.....$3.00
by Margery Williams Bianco Doubleday, Doran & Co.
An old favorite becomes doubly delightful with Arthur Rackham's pictures enhancing the rare imaginative quality of this story of a little wooden dog. A welcome gift book.

***Mozart the Wonder Boy (92 pages)**.....$2.00
by Opal Wheeler and Sybil Deucher E. P. Dutton & Co.
An intimate story of Mozart's early life, illustrated with lively silhouettes by Mary Greenwalt, with informal maps and the simple scores of his early compositions. The vivid simplicity of the narrative makes this book a true child-biography.

For the Intermediate Years

Ages Ten, Eleven, and Twelve

Those Plummer Children (196 pages).....$2.00
by Christine Noble Gowan Houghton Mifflin Co.
A lively story of five children in the South who, aided by nine-year-old Negro twins named "Sears" and "Roebuck," fall in and out of trouble all day long.

Children of the Covered Wagon (320 pages).....$2.00
by Mary Jane Carr Thomas Y. Crowell Co.
The hazards of the Oregon Trail become realistic and interesting as seen through the eyes of Jim and Jerry, who made this crossing in 1844. A welcome addition to historical tales for this age.

***Wind in the Chimney (144 pages)**.....$2.00
by Cornelia Meigs The Macmillan Co.
A favorite author tells an appealing story of the robust pioneer life of three children and their widowed mother.

Nuvat the Brave (194 pages).....$2.00
by Radko Doone Macrae-Smith Co.
The absorbing adventures of a twelve-year-old Eskimo boy who finally triumphs over hardships, and thereby proves the courage demanded by his tribe.

Tita of Mexico (214 pages).....$2.00
by Grace Moon Frederick A. Stokes Co.
A romantic tale of fifteen-year-old Tita and her plausible adventures in modern Mexico.

Young Mexico (270 pages).....$2.50
by Anne Merriman Peck Robert M. McBride & Co.
An accurate and interesting survey of modern Mexico. Intimate details of daily living make this a valuable background book.

A Norwegian Family (343 pages).....$2.00
by Marie Hamsun; translated by Elsa Jemne
J. B. Lippincott Co.
Freshness and cheerful realism characterize this sequel to *The Norwegian Farm,* in which the Langerud children begin to grow up.

Lucinda, a Little Girl of 1860 (234 pages).....$1.75
by Mabel Leigh Hunt Frederick A. Stokes Co.
A sincere story centered about the heroine, a member of a Quaker community, living in the Middle West during the Civil War.

The Gold-Laced Coat (226 pages).....$1.75
by Helen Fuller Orton Frederick A. Stokes Co.
A French boy's experiences in Fort Niagara during the siege. Indian raids and the rescue of a little girl captive are combined into an exciting historical romance for the young reader.

Anything Can Happen on the River (224 pages)...$1.75
by Carol Ryrie Brink The Macmillan Co.
The teeming river life of the Seine is an undercurrent in this absorbing tale of a French orphan boy. The local color and fine characterizations are refreshing in this swiftly moving book.

The Red Caravan (274 pages).....$1.75
by Mildred Criss Doubleday, Doran & Co.
A vagabond story of the wanderings of Francesca with her adopted brother and grandfather, through an Alpine Valley. Many of their delightful English, French, and Italian songs are happily included.

Valor—the Story of a Dog (182 pages).....$1.50
by Hal Borland Farrar & Rinehart
An unusual and fascinating dog story. Val, part collie, part wolf, escapes when maltreated; but the love of humans and the instinct to protect the helpless bring him back from the wilds.

Eagle Cliff (272 pages).....$2.00
by Maristan Chapman D. Appleton-Century Co.
Three boys and their dog search for a miser's box of gold in order to clear a friend of unjust suspicion. A thrilling mystery story of the Tennessee Mountain region.

The Silver Run (280 pages).....$2.00
by William Heyliger D. Appleton-Century Co.
Larry inherits a closed-down sardine factory and "makes a go" of it. A swift-moving and interesting story of American business.

Good Wind and Good Water (248 pages).....$2.00
by Alice Cushing Gardiner and Nancy Cabot Osborne
The Viking Press
A colorful adventure story of the Nineteenth Century, in which a boy travels from Nantucket to China to solve a family mystery.

Winter Holiday (350 pages).....$2.00
by Arthur Ransome J. B. Lippincott Co.
A jolly book by the author of *Swallowdale*; this time about the dramatic play of a group of very real children during their Christmas holidays at a lake.

Fairies and Enchanters (302 pages).....$2.00
related by Amabel Williams-Ellis
Thomas Nelson & Sons
A delightful collection of old English fairy and folk tales interspersed with bits of nonsense in verse and prose, in which a Boggart, a Pisgie, a Lob, and a Billy-Blin disport themselves.

***Branches Green (66 pages)**.....$1.50
by Rachel Field The Macmillan Co.
The shy and appealing grace of the poetry lends this slender book distinction. The illustrations by Dorothy P. Lathrop are as lyrical in quality as the verse itself.

***The Pied Piper of Hamelin (45 pages)**.....$1.50
by Robert Browning J. B. Lippincott Co.
A fine gift book combining this engaging ballad with the whimsicality of Arthur Rackham's illustrations.

For the High School Age

Thirteen and Over

***The Last Pirate (320 pages)**.....$2.50
by Louis Untermeyer Harcourt, Brace & Co.
The Gilbert and Sullivan Operas, retold in amusing story form, with well chosen selections from Gilbert's much loved lyrics. The illustrations by Reginald Birch recapture much of the flavor and charm of the stage presentation. Connoisseurs may miss the music, but as an introduction to the operas, this volume will find a ready welcome.

***The Treasure of the Isle of Mist (184 pages)**.....$2.00
by W. W. Tarn G. P. Putnam's Sons
A delightful modern fairy story with deeper implications. The author ranges from delicate humor to delicious phantasy in his singing prose. Robert Lawson's illustrations make the book as beautiful in format as in content. It would be a captivating gift for any imaginative girl.

Mountain Girl Comes Home (250 pages).....$2.00
by Genevieve Fox Little, Brown & Co.
A welcome sequel to *Mountain Girl,* in which the heroine and her doctor-husband win the respect of a Kentucky community through their courage and understanding.

Tabitha of Lonely House (264 pages).....$2.00
by Hildegarde Hawthorne D. Appleton-Century Co.
Concord at the time of Louisa May Alcott and Emerson. A well written tale in which Tabitha solves the mystery surrounding her family with the aid of famous and less famous neighbors.

Island Adventure (276 pages).....$1.75
by Adele de Leeuw The Macmillan Co.
A treasure hunt, with plenty of action, a youthful romance, and much native color, enlivens an archæological expedition on the island of Bali.

Stars to Steer By (258 pages).....$2.50
by Helen Follett The Macmillan Co.
A vigorous true story of a mother and daughter literally hitch-hiking on the high seas, in which their wanderings are described with contagious enjoyment.

Lumberjack (278 pages).....$2.00
by Stephen W. Meader Harcourt, Brace & Co.
A lively story, with good characterization, against a realistic setting of the New Hampshire woods. Well illustrated by Henry C. Pitz.

(*Continued on page 94*)

Book Reviews

New Patterns in Sex Teaching. Frances B. Strain. D. Appleton-Century Co., 242 pages, 1934.

One of the most practical books on sex education which has yet appeared, this volume shows as well a sound understanding of the deeper implications of the problem. Mrs. Strain offers a wealth of concrete everyday episodes, taken from the lives of children at home and in the playground, which are likely to give rise to sex questions and sex problems. She is equally specific in describing her procedure in handling such episodes, the words she uses, and the objective toward which her efforts are directed. Nor is the book limited to a mere cataloging of procedures. No reader can fail to catch from its total effect the tone of sane and simple acceptance of the facts of human sexuality which pervades Mrs. Strain's attitude. For many parents the feeling which she thus conveys will doubtless do more to release them from their own timidities than more academic discourses.

Among the many familiar situations discussed are those indicated by such chapter headings as: Making the Right Start, Playground Problems, A Few Rules of the Game, The Questionless Child, and Preparation for Maturity. There is also an index of Children's Questions Answered. A sampling of these questions sounds as if it had been overheard in almost any home: "How do you know you are going to have a baby?" "How does the baby get out?" "Must people always be married to have children?" "How does a father give his cells to a mother?" "What is Spot doing to Trixie?" "What does that naughty word mean?" "What is this thing you see advertised?" and "Why can't I see you undressed? You see me."

An altogether simple and homely method of approach, which characterizes the author's style, makes the material offered suitable for readers of varied educational background; yet it is never "written down." It is, moreover, one of the very few books on the subject which has been permitted an occasional sense of humor. You will laugh heartily more than once in perusing these pages. Perhaps this is Mrs. Strain's most unique contribution to the literature on this subject. The sanction of laughter once again in connection with a subject which, for a century, serious-minded folk, at least, have treated either as taboo or with pedantic sanctimoniousness, is salutary indeed. Nor does this sanction detract from the essential dignity and wisdom of her message.

A. W. W.

An Introduction to Sex Education. Winifred Richmond. Farrar and Rinehart, Inc., 299 pages, 1934.

This is not a handbook either on sex education for children, or on the sex relationships of adults, but rather a study of backgrounds as a basis for understanding sexuality as a whole. It offers sound, authoritative information, much of which is not duplicated elsewhere, in a clear, objective, and dignified discussion.

The content falls more or less clearly into three sections: the biology and physiology of reproduction; sex practices in primitive societies, as well as during the historic period in various parts of the world; and the place of sex in the life of the individual in the complex society of the present day.

The illustrations and discussions are admirably chosen to demonstrate not only the wide variety of customs, but also the diversity of attitudes and practices with which mankind has surrounded sex life in different periods and places. The author's approach is unbiased and her point of view well balanced and constructive, so that the entire volume will be equally illuminating to the serious student and to the general reader. Perhaps the most helpful part of the whole book is the analysis of the facts and problems which confront us here and now in our own society. These problems are discussed in detail in the final chapters; it is here that the author's training as a psychiatrist is most evident.

Although the book is not primarily either a study of sex relationships between individuals or a philosophy of sex, it will do much to aid the intelligent reader in understanding his own problems and in achieving a perspective on the place of sex in present-day civilization.

A. W. W.

News and Notes

Parent Education as a National Movement

The Fourth Biennial Conference of the National Council of Parent Education, held in Washington, October 31 to November 3, marked at least two important trends in the growth of the parent education movement. Probably the most significant aspect of this growth—and certainly that which was most clearly evident throughout the Conference—is the increasingly active part which parent education is playing in the social changes of the present day. Second only to this in importance is the development of techniques and of new media and materials for the dissemination of parent education to an ever increasing public.

The part which parent education is playing in all the social planning of today was in a sense the keynote of the entire conference. To those who have worked in parent education through its pioneer years, the extent to which it is being assimilated in the plans of various federal departments is particularly significant. Mrs. Franklin D. Roosevelt emphasized the national importance of parent education in her opening address on Family Life, Education, and the Nation's Future. Following Mrs. Roosevelt's speech, the heads of various government departments spoke on Parent Education in the Programs of Federal Agencies: Bess Goodykoontz, representing the Office of Education; Katharine F. Lenroot, the Children's Bureau; C. B. Smith, the Cooperative Extension Service; Estella Ford Warner, the Public Health Service. Government interest in family life was also stressed by other speakers; among them M. L. Wilson who spoke on How New Deal Agencies Are Affecting Family Life, and John E. Anderson, Edna Dean Baker, Mary Dabney Davis, and Grace Langdon who discussed The Development of the Emergency Nursery School Program.

The more general aspects of parent education in relation to social change were discussed by Eduard C. Lindeman, speaking on Implications of Contemporary Social Trends for Education in Family Life and Parenthood; Robert Ulich, on A Philosophy of Adult Education for an Era of Social Change; John L. Childs, on The Meaning for Parent Education of Contemporary Social Philosophies of Education; Lawrence K. Frank, on Education for Human Relationships in the Family; George F. Zook, on Education for Life, and Edmund de S. Brunner, Clarence M. Hincks, and Clarence Pickett, who spoke at the banquet on The Family and Parent Education in Contemporary Social and Educational Movements.

In addition to the general conferences, there were a number of special section meetings at which various specific problems of parent education were discussed in detail. These included: Objectives in Adult Education; Science and Parent Education; The Education of Youth for Family Life; Making Our Understanding of Social Change Effective in the Education of Youth; Interviewing, Counseling, and Individual Guidance; Program Administration and Community Organization; and Professional Training for Service in Family Life and Parent Education. Luncheon forums gave those interested in special techniques an opportunity to discuss the place of the radio, of periodicals and daily newspapers, and of motion pictures in parent education, and the use of case studies, novels, biography, and drama in study groups. There was also a luncheon forum on Parent Education in Russia's Program of Mental Hygiene and Welfare.

The meetings on research, held jointly with the Section on Parent Education of the First Biennial Conference of the Society for Research in Child Development, brought out some particularly interesting questions in relation to parent education. The four areas for research outlined—The Philosophy of Parent Education, Parent Education as a Going Concern, Basic Problems in Parent Education, and Evaluating Parent Education—gave the participants opportunity to discuss many urgent questions from the objective point of view of the research student.

The Conference program was arranged by the program committee, including Robert G. Foster, Ruth Kotinsky, Ralph H. Ojemann, Flora Rose, Louise Stanley, and Ralph P. Bridgman. At a business meeting held during the conference the following members were elected to the Governing Board: Edna Noble White, Chairman, Frederick A. Allen, Ruth Andrus, Edna Dean Baker, William E. Blatz, Clif-

ford K. Brown, Bess Goodykoontz, Sidonie M. Gruenberg, Robert S. Lynd, Esther McGinnis, Kathryn McHale, Mary E. Murphy, Louise Stanley, George D. Stoddard, and Ruth Wheeler. An amendment to the constitution was adopted, giving individual members, first admitted to membership in the Council at the last biennial meeting, three representatives on the governing board.

As a whole the Conference was particularly significant in that it gave workers in the field of parent education an opportunity not only to come to grips with many of their basic professional problems, but also to see their work in the perspective of some of the broader problems which confront leaders in American education today.

Presentday Youth Speaks for Itself

A world, in which they find few jobs, little hope for early marriage, and small support for their ideals, was described by eighteen young men and women from settlements, schools, and welfare organizations, at a Youth Today Conference held at the Commodore Hotel in New York on October 29. This conference was called under the auspices of the 1934 Mobilization for Human Needs, of which Newton D. Baker is chairman and Mrs. Franklin D. Roosevelt, Miss Ida Tarbell, and Dr. Daniel A. Poling are members.

Dr. Harry Allen Overstreet acted as chairman of the five groups, which discussed questions dealing with jobs, recreation, friendship, ethics, and citizenship. A jury composed of representatives of the nine character building organizations from which the young witnesses had been selected also participated in the meeting and took active part in the questions which they were called upon to answer. These organizations were the Boys' Club of America, Boy Scouts of America, Camp Fire Girls, Catholic Youth Movement, Girl Scouts, Jewish Welfare Board, National Councils of the Young Men's and Young Women's Christian Associations, and the National Federation of Settlements.

Some of the problems upon which the young men and women participating in the conference felt most strongly were: the lack of space and the lack of privacy in city homes, which drive young people to "the park bench and the movies;" the difficulty of enjoying the kind of pleasures and amusements youth has a right to, in a world where most pleasures have been commercialized; the cynicism of youth when it realizes that the high ideals taught by its elders are not always practiced by them; the postponement of marriage because of the impossibility of making both ends meet on presentday wages; and the importance of birth control, if young people of today are to keep their families within a number which they can in any way afford to educate.

These are all urgent problems which everyone interested in social welfare recognizes and has discussed time and again. What made this meeting particularly noteworthy was that it gave young people an almost unprecedented opportunity to speak for themselves in public, and that, given the opportunity, they spoke with a clarity and courage which are not always found among the more "mature."

A detailed report of this meeting will appear in a later issue of CHILD STUDY.

"Where to Take the Children"

In order to answer the increasing number of questions about "where to take the children," a month-by-month chart of entertainments within the Metropolitan Area has been prepared by the Arts Committee of the Association and posted on the Bulletin Board at Headquarters. Beginning with November, current programs, of which the Committee has approved, are charted day by day under five headings: theaters, motion pictures, music, lectures, and miscellaneous. Information, including the place and hour, the price of tickets, and the age for which various entertainments are suitable, will be kept up to date by the Committee in an effort to furnish parents an authoritative and easily usable guide. For a detailed description of some outstanding series of programs, consult the November issue of CHILD STUDY.*

More Plays for Children

For its eleventh season, which opens in New York on November 17, the Clare Tree Major Children's Theater announces six plays: *Under the Lilacs, Aladdin and His Wonderful Lamp, Pocahontas, Nobody's Girl, Dick Whittington and His Cat,* and *The Prince's Secret.* These programs will be presented at the Barbizon-Plaza Theater on Saturday mornings at 10:30. Tickets may be secured either singly or in series from the Clare Tree Major Studios, 480 Lexington Avenue, New York. In-

*A mimeographed guide of current children's entertainments in New York may be secured from the Association for five cents.

formation about programs in other cities may also be secured from the Studios.

Toward More Abundant Living

The Twentieth National Recreation Congress, held in Washington, D. C., October 1-5, presented as complete a picture as this generation has had of the progress and problems of public recreation, in relation to such social forces as the swiftly declining birth rate, the plight of thousands of young people out of school and college and unwanted in industry, the idleness of millions of older unemployed, the changing interests of Americans in their leisure, and the shrinking of appropriations for recreation.

The federal government's new aggressiveness in developing the nation's recreational resources, and particularly its lands, was repeatedly emphasized in the reports from the many federal agencies which are directly and increasingly interested in this problem. The reconstruction of big cities in the interest of good living is another movement which will call for the expenditure of billions of dollars for materials, labor, and technical skill, according to a statement by Jacob L. Crane, Jr., President of the American City Planning Institute.

While the big cities of the country represent "our seeking and striving for abundant life," they remain with few exceptions "not much more than big, overgrown, industrial and commercial camps, in some part ugly, grossly uneconomic, dirty and noisy, and full of confusion and strain." The reorganization and major rebuilding of these cities offer the greatest single opportunity for the utilization of our natural resources and of our natural resourcefulness, Mr. Crane stated. "The city of the future should be a regional city, open to the sky, green and pleasant, distinguished and satisfying in its physical appearance, clean and quiet, rich in parks and playgrounds and beautiful waterfronts, in museums, concert halls, recreation centers, and public buildings, and accessible to great country playgrounds."

In addition to these great public projects, other changes affecting large-scale planning for leisure were discussed. The effect of the rapidly declining birth rate and the consequent increase in the proportion of older people will, for instance, make it necessary to alter recreation services to include activities not only for children and young people, but also for adults. Their interests, it was pointed out, are not primarily physical, but social, civic, and cultural. The prevalence of long week-ends and lengthy after-work periods also profoundly affects recreational planning. Several speakers suggested that public authorities should seek to encourage more self-organized and self-directed recreational activities among adults, restricting their own responsibility to supplying facilities and means of instruction and leadership. Recreation leadership in the future will not be as much confined as hitherto to places such as parks, playgrounds, and schools, or to agencies. It will be focused more directly on helping individuals to discover and develop their interests and hobbies as a lasting source of satisfaction and a growing cultural interest throughout their lives.

Along with these larger ideals toward which they are working, recreation leaders are constantly aware of their important place in helping men and women meet the emergencies of the immediate present. Speaking of this phase of their work, Governor John G. Winant of New Hampshire said that "anyone who has been close to the misery of this depression knows that much more than food, shelter, and clothing must be supplied to meet the wants of people. The need for the relief from mental strain and worry no one can measure. . . . Our objective is conservation—conservation of our natural resources for the benefit of mankind in order that we may preserve all that is best in ourselves and develop all that is finest in our children."

Though humbled by the strain of the depression and charged with a spirit of experimentation and inquiry, the conference was predominantly hopeful for the promise of its general theme, "Recreation and the Abundant Life."

Institute on the Exceptional Child

An Institute on the Exceptional Child was held at the Woods School of Langhorne, Pennsylvania, on November 13. Prominent educators, pediatricians, psychiatrists, and psychologists met to discuss this serious problem, which demands special study and attention in the interest of America's future. The conference emphasized the fact that 760,000 children under fourteen—two per cent of the total child population in the United States—must be classed as exceptional. The problem child, the slow child, the child with reading and speech difficulties must get a better chance of development than ordinary schooling of today offers him. Special scientific guidance and instruction can do much to alleviate, if not to remove, his handicaps. The speakers at the Institute included many prominent physicians and doctors,

among them Samuel T. Orton, M.D., who spoke on The Development of Speech Understanding in Relation to Intelligence, and Howard W. Potter, M.D., who spoke on The Role of Emotions in the Training and Treatment of the Exceptional Child. The Woods Schools, where the Institute convened, has been engaged in special education for nearly twenty years and has carried on continuous scientific activity in the development and adjustment of exceptional children. It has recently initiated a Child Research Clinic on the training of exceptional children.

Parent Education in Chicago

The Chicago Association for Child Study and Parent Education is taking a leading part in many of the activities for parents in the Chicago area. In addition to its own groups, it is assisting, at the request of the state, in the supervision of parent education classes in the vicinity of Chicago. It has also been asked by the Parent-Teachers Association of Chicago to conduct classes for parent education leaders.

Pioneer Youth Newspaper

A weekly newspaper for ten- to sixteen-year-olds has been launched by Pioneer Youth. It will include brief articles to stimulate thought on social and industrial topics, letters from children in industrial communities, and news of Pioneer Youth club trips and other activities. Subscriptions are one dollar a year or ten cents a month; sample copies will be sent upon request to Pioneer Youth of America, 69 Bank Street, New York, N. Y.

Radio for Children—A Summary

In the January issue CHILD STUDY will publish a summary of the symposium on Radio for Children held under the auspices of the Child Study Association on November 19. The symposium brought out many constructive suggestions of practical value for parents, teachers, and all others interested in this problem.

ASSOCIATION BROADCASTS

WEVD—Dec. 7th, 8:45 p.m.

ANNA WHARTON WOLF

Children's Reading

WABC—Dec. 14th, 10:45 a.m.

MRS. HUGH GRANT STRAUS

Current Books for Children

In the Magazines

Mental Hygiene in Colleges. By Arthur H. Ruggles. Occupations, November, 1934.

A discussion of the type of person who is best fitted to fill the important post of a college psychiatrist, and a detailed description of the workings of such an office. Types of cases are described, and two specific cases are discussed.

Rats or Humans? By Eleanor R. Wembridge. Occupations, November, 1934.

Several case histories of maladjusted college students are described in order to emphasize the inadequacy of the psychology staff whose interests are purely abstract and academic.

Lessons in Table Manners. By Marion R. Farran. The National Parent-Teacher Magazine, November, 1934.

An account of what skills at the table should be expected of children at various ages, and descriptions of the best ways of teaching manners to children at each age level.

A Wealth of Books for Young America. By Della McGregor. The National Parent-Teacher Magazine, November, 1934.

The Chief of the Juvenile Division of the Public Library in St. Paul, Minnesota, discusses ways of enlisting children's interest in books through their other activities. Examples are given, and a good list of books "reflecting children's interests and trends" is appended.

"Words," "Codes," and "Traits" in Character Education. By Milo L. Whittaker. The Journal of Educational Sociology, October, 1934.

Direct character education by means of talking to children about conduct, the use of conduct slogans, and most efforts to instill traits are here characterized as unsound and useless. Psychologists find that "children do not develop traits of character but habits of conduct. . . . To assume that conduct in a specific situation is the *result* of a trait . . . is to plunge us at once into a psychological absurdity." Indirect methods of character training are the only successful ones, the writer concludes.

Educating for Tomorrow. Anonymous. The Social Frontier, October, 1934.

The author takes issue with the recent meeting of the National Education Association, which came to the conclusion that "education must adjust itself to social change rather than take the initiative in directing social change." He feels that education can, if properly directed, "bring about a society in which all will reap the fruits of labor."

Amusing Quarantined Children. By Lena Dixon Dietz. Hygeia, November, 1934.

Descriptions of several games and devices for keeping quarantined children entertained.

Teaching the Past and Present. By Lucy Sprague Mitchell. 69 Bank Street, October, 1934.

This is a "report of informal discussions on curriculum by teachers of nine- and ten-year-old children. . . ." It is specifically a discussion of the teaching of history with descriptions of various programs.

Making It Possible to Have a Baby. By Helena Huntington Smith. The Parents' Magazine, November, 1934.

Some of the main causes of sterility in men and women are discussed, and possible remedial measures suggested.

Books Children Like to Read. By Josette Frank. The Parents' Magazine, November, 1934.

The chief problems in the choice of books for children are clearly stated. The fact that "there are no such things as best books for children; there are only best books for a particular child" is stressed. It is necessary both to select books for children and to leave them free to select their own. Children's enjoyment of "trash" should not worry parents; the important thing is for children to learn to realize "which books are for all time and which only for the moment."

Scholastic, November 10, 1934. Entire issue.

This Armistice Day number is devoted to the horrors of war, and methods of war prevention. It contains an extract from Laurence Stallings' *Plumes*, a symposium on war prevention by distinguished workers in that field, cartoons, poetry, and articles on the munitions industry and on international relations.

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(Continued from page 85)

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(Continued on page 96)

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The Editors' Page

THE quality of life is really tested when families are viewed as a whole. In some the woman thrives—aggressively, self-consciously, and permanently—and the man wilts; in others, the man dominates the scene, while the woman is the kind that men and women both tend to forget. She has meaning only as background. But in the happiest state, and one which is being realized increasingly, men and women are unconsciously equal, coordinate, and valuable. Each has exclusive spheres of influence within and without the home. But there are other areas in which interests and responsibilities are so subtly shared as to constitute a real merger. The effective family finds men and women working together, not on the same detail, but on the same great pattern, the man sometimes leading, sometimes following.

WE ARE saying to men: work six hours a day and go home. This leaves eighteen hours of home life per day for the average working man—ten hours while he is awake. Clearly the most probable locus of activity, even for men, is no longer the factory, but the home. Work as a thing-in-itself has been knocked from its pedestal. The individual, the home, the neighborhood, and the protections devised by a more and more socially minded society loom as greater issues.

THE work of women should weigh heavily in the new social balance. The improving of child life and home life; the modernizing and beautifying of city and country; the securing of greater safeguards in finances, education, and public health; and finally the pointing of a planned economy toward some permanence free from the utter disruption of a new war—all these are equally fitting to the capacities and drives of both sexes.

THE new social frontier can be conquered only by a new blending of home and field enterprise. For both sexes there is room for every kind of interest and aptitude. Out of it should arise ways of living for parents and children nourishing and satisfying to a degree rarely attained in presentday family life.

George D. Stoddard

CHILD STUDY

A JOURNAL OF PARENT EDUCATION

VOL. XII JANUARY, 1935 No. 4

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PARENTS AS PEOPLE

CONTENTS

The Editors' Page - - - - - - - - - - 97
GEORGE D. STODDARD

On Becoming Parents - - - - - - - - - 99
ANNA W. M. WOLF AND RUTH BRICKNER, M.D.

Conflicts of Motherhood - - - - - - - 103
SIDONIE M. GRUENBERG

Father of a Family - - - - - - - - - 107
HARRY M. TIEBOUT, M.D.

Growing Up with Our Children - - - - 110
CÉCILE PILPEL

The Professional Woman at Home - - - - 114
ZILPHA CARRUTHERS FRANKLIN

Parents' Questions - - - - - - - - - 119

Book Reviews - - - - - - - - - - - 122

In the Magazines - - - - - - - - - - 123

Parents, Children, and Radio - - - - - 124

News and Notes - - - - - - - - - - 127

CONTRIBUTORS

DR. STODDARD is Director of the Iowa Child Welfare Research Station, University of Iowa, Iowa City, Iowa. DR. TIEBOUT is Attending Psychiatrist, Payne Whitney Psychiatric Clinic, New York Hospital. All the other contributors to this issue are staff members of the Child Study Association.

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THE FORECAST FOR FEBRUARY: What Is Ahead for Youth? This issue will be based on the Symposium on this topic announced in the Calendar; it will include contributions from Lyman Bryson, Max McConn, Constance Warren, C. S. Marsh, I. Edwin Goldwasser, and E. Van Norman Emery, M.D.

CHILD STUDY entered as second class matter March 8, 1926, at the Post Office at New York, N. Y., under the Act of March 3, 1879.
Copyright 1934 by Child Study Association of America, Inc.
Published by Select Printing Company, Inc., 80 Lafayette Street, New York, N. Y. Eight months, October through May. Fifteen cents per copy, one dollar a year. Add twenty-five cents for all foreign subscriptions.